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ABSTRACT

This collection contains eight papers on nontraditional adult education by Donald J. Breckon, president of Park College (Parkville, Missouri). The papers were originally given at educational conferences around the country and/or published in other sources. The following papers are included: (1) "The Nation Is Our Classroom"; (2) "An International Experience"; (3) "Park College and the Military: A Long Standing and Ongoing Partnership"; (4) "Criteria for Excellence: Evaluating Off-Campus, Degree Completion Programs"; (5) "Criteria for Excellence: Evaluating Off-Campus, Graduate Degree Programs"; (6) "Marketing Educational Programs in Times of Declining Tuition Assistance: Attitudes, Strategies, and Responsibilities"; (7) "Adult Learning Concepts: An Overview"; and (8) "Teaching College Courses in Compressed Formats." References are included for some of the papers. (KC)

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Occasional Papers on Non-Traditional Adult Education

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OCCASIONAL PAPERS ON NON-TRADITIONAL EDUCATION

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Kim Crosby (left), past administrator of the Park College military resident center at Ft. Leavenworth, Kansas, discusses course work with a student.

The Nation Is Our Classroom

By Donald J. Breckon

Park College is still growing

HIGHER education for the masses has been viewed as important since the days of the founding fathers of the United States. A government "of the people, by the people, [and] for the people" requires an educated citizenry—in any nation or institution.

The church's emphasis on *common consent* and a *theocratic democracy* likewise requires an emphasis on education. Since its beginning, leaders have established schools and emphasized the "study of all good books." Institutes, School of the Restoration, Temple School, and Graceland College are among these educational initiatives.

Given this common emphasis, it was a natural and logical move for the church to affiliate with Park College in 1975. This school has emphasized "education for all" since its creation in 1875. The dream has been that anyone with faith who was willing to work hard should not be turned away because of an inability to pay. Park's founders did not believe that education should be limited to the rich.

The Park College Dream

With the motto, *Fides et Labor* (Faith and Work), Park College developed a tradition in which all students supplied a significant part of their educational expenses through labor. A variety of work-study programs, unusually liberal financial aid policies, and a vast array of scholarships and grants make Park the college of choice for many who could not otherwise attain higher education. The *open access* program is taking on new form and substance.

Park College serves the traditional eighteen-year-old student well with a wide range of academic, religious, athletic, and social programs. But it is especially helpful in meeting the needs of older adults—both those who are full-time students and those who are employed, part-time students. Because persons over age twenty-five usually have been poorly served, specialized programs are being provided for them.

Park students range in age from teenagers to senior citizens (approximately 50 percent are over twenty-five). Many older, unmarried students, single parents, and widows (some with married children) find new meaning in life and warm companionship at Park.

Classes are scheduled so fully-employed adults can complete college degrees. The Kansas City/Independence metropolitan area makes many full-time employment opportunities available. Part-time students can complete all requirements for a bachelor's degree by

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attending days, evenings, or weekends.

Previous noncollege training and lifelong learning are evaluated at Park and credited toward degrees. Moreover, tests (CLEP and others) are available that often permit older students to skip basic courses when appropriate, and receive advanced placement.

Park has a portfolio program for persons who have completed half or more of their college degree requirements. Through individualized plans, they are given reading and writing assignments. And through tutorials arranged at their convenience, these students are able to complete a degree.

Simply put, Park makes college education affordable and accessible. Most students who believe in "Faith and Work" can complete their degree here. They can be full-time students with part-time jobs or employed adults attending part time; thus, higher education is available to most.

Extended Learning

The Park College dream now includes taking education to students wherever groups large enough to support a program can be established.

A branch campus in downtown Kansas City now serves both residents and people who drive to the city to work. Many commuters stay for evening classes that apply to either an undergraduate degree or a master's in public affairs. Park also offers a master's in religion at the Auditorium in Independence. This same philosophy of taking a quality college education to people resulted in contracts with the Air Force, Army, Navy, Marine Corps, National Guard, and Veterans Administration.

Park educational centers now exist on approximately three-dozen sites around the nation, with more contracts currently being negotiated. On the East and West Coasts, in southern and northern parts of the United States, Park faculty members teach Park students in Park classrooms and computer labs. Classes are offered not only on military bases but in the Pentagon and, since early 1988, in the White House.

Park College students in Idaho.

Persons who live near a center can become Park students, even though they are not assigned to a base.

And there is more. Park now has a similar program for United States businesses and corporations. Staff members approach education officers of corporations to determine what training is currently being provided by the company, or what is needed. A Park catalog is then presented, and often a contract is negotiated. The corporation pays the tuition, and the student receives a college degree. Such contracts have been negotiated with Ford Motor, 3M, AT&T, Variform Plastics, and Colgate Palmolive companies. Approximately a dozen more are in process.

It is not an exaggeration for Park representatives to say, "The nation is our classroom." Fully accredited classes, degrees, and even graduation exercises are provided throughout the country. More than 5,000 students are served each year, making Park the church's largest college. It is growing, and its ability to keep on growing is virtually unlimited.

Moving into the World

What is next: the world? An international constituency is currently being served on campus. A contract for education on overseas military bases is placed for bids periodically.

It is within the realm of possibility that Park *will* "go into all the world." In this, its 113th year, the college is not only alive and well but looks expectantly to the 1990s—and beyond.

An International Experience

By Donald J. Breckon

Cultural diversity is celebrated at Park College

Where can a student from small-town America go to college and become personally acquainted with fifty-five international students from twenty-five countries? Park College.

This liberal arts school certainly provides an international experience. Park's small classes and small campus atmosphere assure that students get to know each other and that foreign students interact with Americans in the dorm, in classes, and in many other campus activities. For example, students may have residence hall neighbors from India, Haiti, and France.

Or they may attend a world religion class where students lead discussions on the religions of their native countries and hear testimonies from a family active in the RLDS Church in Kenya. Park students could discuss Nicaraguan affairs with classmates from Venezuela, Jamaica, and El Salvador, and with a faculty member from Peru.

Why does Park have so many international students? Some of them choose our college because of contact with RLDS Church officials who live in nearby Independence. Or some come as a result of special financial arrangements negotiated between missionary personnel and college officials. International students may have been coming to Park for most of its 114 years of existence because of the good experiences friends and relatives have had here. Also, others from their country live and work in Kansas City, and some are alumni of Park College. These people provide off-campus homes and transportation to the urban stores that supply specialty items desired by international students.

Park College offers liberal financial aid policies, elaborate work-study programs, generous scholarships, and lower-than-average tuition and fees. The school's motto always has been "fides et labor"—faith and labor. This philosophy guides our work-study program.

Work-study Program

Most colleges receive state and federal college work-study funds, but they are limited to American citizens who must be below income guidelines. Park receives $1.5 million each year and uses it as dictated by law; however, Park places another $1.5 million each

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Margaret Owuor of Kenya (right) talks with Don Breckon, president of Park College.

year into its own work-study program (a figure larger than the entire budget of some small colleges) and offers jobs to international students (and American students who are ineligible for federal work-study because their parents' income is too high).

Another reason students from other countries come to Park and recommend it to others is that cultural diversity is celebrated and enhanced here. We don't try to Americanize our students. Park's international students can expect to encounter students from most regions of the United States and from most ethnic groups. Park College recruits American minority students; approximately 24 percent of the student body with United States citizenship is black, Hispanic, American Indian, or Oriental. These American-born students can learn firsthand of their forefathers' culture from international students with that heritage.

International holidays are recognized, and foreign food frequently is served. Native dress is encouraged at scheduled campus activities. International clubs plan events for foreign students and the whole student body. The international dinner, where students perform native dances and music, has become a highlight of the year for all students. The Micronesian stick dance, for example, is always exciting.

Not only is cultural diversity celebrated but cultural exchange is faciliated. International students live and often work with Americans. Such dispersing benefits all students, regardless of nationality.

Microcosm of the World

Park College prides itself on being a microcosm of the world. Students from the ghettos, barrios, and reservations interact daily with Caucasians from most socioeconomic classes. To this melting pot come students from most of the world's continents, with their views of their world and ours.

People of the world experience firsthand that their commonalities far outweigh their differences, that each one is a child of God and can be loving and loved.

World peace is a daily concern at Park College. All students at Park find that the world grows larger as their awareness of other cultures increases, yet simultaneously grows smaller as they recognize that all people are part of the global family of God.

Park College and The Military:
A Long Standing and Ongoing Partnership

By Don Breckon, President
Park College
Winter, 1989

Mexican American War

Colonel George S. Park served in the Army in the Mexican American War. He earned distinction and promotion in the now infamous Battle of Goliad. Colonel Park was stationed at the Alamo during its siege, and escaped massacre by General Santa Anna because he was out on a scouting assignment at the time the siege began.

> "He was a member, as shown by his discharge from the service, of the United States Independent Cavalry in the service of Texas, organized at Nacogdoches in the month of December, 1835, continuing in service in that Company until the 20th of February, 1836."
> (Lawrence, George A., "Colonel George S. Park," Bulletin, Park College, January 1926, pp. 24-26.)

Founding of Parkville and Park College

The Mexican American War ended in 1836, and Colonel Park returned to Missouri. The federal government had just negotiated the Platte Purchase.

> "Attracted by the possibilites of the new state, (George S. Park) took up considerable tracts of land, and was for many years interested in their development, making annual trips thereabouts from the mouth of Little Platte, where he had determined to locate." (Ibid, p. 25)

On part of that acreage, he laid out the City of Parkville which was chartered in 1839 (prior to Kansas City).

Colonel Park, a school teacher before turning soldier and entrepreneur, then focused his attention on developing a college. A large tract of land was set aside for that purpose. This tract

A large tract of land was set aside for that purpose. This tract was beautiful, hilly, wooded, limestone bluffs, looking down on a big bend in the Missouri River. Colonel Park, a Presbyterian, invited the Presbyterian Church to establish a college on the land he had set aside. After being rebuffed several times by the Church, Colonel Park decided to build his own college.

> "In 1854, Park arrived at the present site of Manhattan, Kansas, took up a claim and built a cabin. In 1855, he championed the cause of an agricultural school for the area, the forerunner of what is now Kansas State University." (Park College Centennial Sketches. p. 9)

Colonel Park then began searching for someone to start a college in Parkville. At Highland University, Highland, Kansas, Park found Dr. John A. McAfee, teaching students in a unique "self help" program. Fourteen boys and three girls in this work study program were brought to Parkville. Dr. McAfee became the first president of Park College, and the "Original Seventeen" became the first students. Park College was organized in 1875, as an "independent non sectarian college," a place where Christian faith and charity would be demonstrated daily, with a motto, "Fides et Labor," faith and work.

Emphasis was placed on work assignments, both for the sake of learning good work habits, and for the sake of keeping student costs down. Students cleared land, built buildings, and largely operated the College. The similar work study program in a different format exists today at the home campus. A new emphasis has been added in recent years, to providing educational programs for fully employed adults, including but not limited to, military

relationship with the military and how it developed.

Colonel Park's military background led to a long standing and ongoing partnership between Park College and the military. While the relationship has varied in nature over the years, it has been continuous and productive.

The Missouri Militia

Dr. McAfee, Park's founding President, organized a Missouri Militia Company at Park soon after its founding.

> "In the matter of proposed organization of a Military Company at this place we respectfully present to your consideration the following facts: 1st -- The Company will be organized under the Militia Laws of the State of Missouri but the uniforms and equipments are furnished by the U.S. Govt. through State Govt; 2nd -- There being no pay attached and no provision for any pay there is no compulsory service though it is hoped and expected that all will have pride enough to attend to their duties. The only penalty which can be imposed is dismissal. It will be the purpose and aim however to have thorough drill and strict discipline and expect to enforce rules to that effect as far and fully as any other organization of the kind. Our purpose being to have a company in no respects inferior to any other in all essential requirements which constitute a Militia Soldier; 3rd -- The company will be expected to attend drill once every week which will usually be in the evening. In the beginning it is desireable to drill more often for say a month or two in order to get proficient earlier; 4th -- There are no expenses except for lights and fuel. The Armory is usually provided in some other way than by tax on the soldier. Indeed for such expenses as are necessary we look to have them discharged by parties outside the organization." (Park College Record, September 1986)

> "The first Narva (yearbook), issued in 1901, had a page devoted to the Military Department of Park College and lists four companies."
> (Park College Record, December 1986)

"A picture in 1908 showed four companies standing in line along the foot of the campus with the Missouri River in the background."
(Park College Record, September 1986)

The relationship between Park College and the Military thus began on a successful note. As with any long standing relationship, it was mutually beneficial.

World War I

It was a natural thing for patriotic Park College to also support its country during world War I.

"On April 6, 1917, the United States entered the war against Germany, after a long delay. War had scarcely begun before students began to ask for dismissal from college in order to enlist....By December 1917, more than fifty students....had volunteered for service.... several securing commissions."
(Sanders, Walter Frederick, A History of Park College, 1875-1945. Unpublished)

"During the week of September 7, 1918, President Hawley returned from a conference of college and university presidents with the War Department at Fort Sheridan, Illinois. Park College would have a unit of the student Army Training Corps, to be organized October 1. Every college man eighteen years of age or over, physically fit for serving, would be eligible for induction into the Army. This provided an opportunity for college students to continue their studies at least temporarily, and at the same time be soldiers and receive the same training they would have received at the Army Post. The Park student was under the jurisdiction of the government, received the pay of a private, and was subject to Army regulations. The Army sent a commissioned officer and several non commissioned officers to implement the military program. The new Copley-Thaw Hall was transformed into Army barracks. The third floor was...one room, 145' X 48', accommodating one hundred men. The second floor was made into a study hall. The first floor housed officers' quarters, offices, and other facilities." (Park College Centennial Sketches, p. 39)

"Accordingly, on October 1, 1918, 134 boys were inducted into the Student Army Training Corp.... Intensive study of military sciences and drill immediately began, interrupted, however, by the "flu" epidemic, and terminated on December 14, 1918, by order of the War Department. Although existing for only two-and-a-half months, the Park College Student Army Training Corp vitally affected every phase of campus life, and demonstrated the loyalty of Old Park to Old Glory."
(Park College Record, December 1986)

"Several (Park College) men laid down their lives on the field of battle. Others, just as heroic and devoted to the high cause of freedom, died in hospitals of wounds and disease. Over three hundred....Park College men who were in the service acquitted themselves well."
(Park College Record, March 1, 1919)

One Park College student enlistee....George S. Robb...had an outstanding World War I record and was listed by General John J. Pershing as one of the 100 heroes of the War (the first man mentioned on the list), and received the Congressional Medal of Honor, the French Legion of Honor, the Croix de Guerre with Palm, and the Italian War Cross.

Park College took great pride in the gallant service rendered by one of its members in that war, as well as in the recognition of him by General Pershing.

World War II

Twenty-five years later, patriotism still reigned at Park College, with students going into the military and the military coming onto the campus again.

"In World War II, at the request of the [Department of the Navy], Park College once again served as the site for Military Training." (Park College Record, December 1986)

"On July 1, 1943, Park College received the first increment of Apprentice Seamen of the Navy V-12 Program.

> The student-sailors were housed in Copley, Woodward, Chesnut, and Sunset dormitories. Each member completed four terms of sixteen weeks. Park College faculty conducted courses outlined by the Navy curriculum.....The old swimming Pool was rehabilitated. A serious shortage of water in 1914 had caused the Pool to be closed...The year's schedule was adjusted to fit the combined requirement of the civilian and military program. This was an excellent program, and once again exemplified Park's dedication to service. (Park College Centennial Sketches, p. 52)

> "Several quonset buildings were added. In a two year period, 1943-45, there were 835 [midshipmen] in training at the Parkville campus."
> (Park College Record, December 1986)

> "Quite a number of [midshipmen] returned after World War II to become full time Park College students."
> (Park College Record, December 1986)

The Army Degree Completion or "Bootstrap" Program

In the late 1950's, following the end of the Korean War, the Army commenced a deliberate program to increase the educational level of its officer corps. Many of the Army's senior officers in positions of high responsibility at Washington and NATO level, had entered the Army in World War II and the Korean War. Their college educations had been interrupted by these wars and now their careers were in jeopardy because they were competing with officers who did have bachelors and higher degrees. The Army had also initiated a program to encourage all career officers to seek Master's degrees. It became an unwritten requirement that officers who were to be promoted to Colonel and General should have a Master's degree. To enable these war veterans and battle-tested officers to remain competitive in their careers, the Army instituted its "Bootstrap" program to enable its best (but lacking a bachelors degree) officers to earn a degree. The

officer first had to reach a certain level of college credits through off-duty attendance at evening classes on the military base. When that level was reached, the Army gave the officer the opportunity to attend a college full-time, with pay, for up to a year to establish "residency" and finish the degree. Park College, along with a select group of other colleges, was designated a "Bootstrap" college and devised a special program to accommodate the needs of these officers. Initially, the largest groups of officer-students came from nearby Ft. Leavenworth, either from the staff and faculty of the Command and General Staff College, or officers who had just completed the Leavenworth career course. The success of this Leavenworth group soon spread to other officers stationed world-wide who needed to complete their degrees. These Park College officer-graduates eventually rose to high rank and positions of great responsibility in the Army, several of them reaching General rank. Moreover, the Park degree qualified them to continue their education to the Masters and Doctorate level. Thus, Park's role in the Bootstrap program should be viewed in the context of its preparing the top leadership of the Army for the 1960's and 1970's. Today, most Bootstrap graduates have retired from the Army, some moving into the corporate world, others into higher education, and others into key positions in government.

The Current Military Resident Center System

In the years since that modest beginning, Park's Military Resident Center System has expanded, sometimes gradually, sometimes in bursts. At this writing, Park College has associate and baccalaureate completion programs at 33 military installations. Air Force, Army, Marine Corps, and Naval installations are served, as are Guard and Reserve Units. The largest degree completion programs are in Management and Computer Science.

Park College employs administrators at all these sites, along with support staff members. A senior faculty member is employed to be academic director. The administrator and academic director combine their efforts to locate faculty, all of whom have credentials reviewed, evaluated and courses approved by the program coordinators on the home campus. An elaborate faculty development program exists, as well as peer, self, and student evaluation accomplished with the annual Faculty Performance Review.

Classrooms are designated, computer labs are established and programs are implemented. The key to all such programs is provision for student services.

Registrations are handled on site, as well as processing financial aids and benefits, and text books are sold on site. Written program plans are developed for each student, that lists all courses required for a degree, with a term course completion schedule of academic requirements. A transcript is generated at

the end of each semester instead of a grade report, so that students always have an up-to-date list of courses completed, and courses remaining are indicated on their program plans.

Attendance policies accommodate military mission commitments, as for example "temporary duty assignment." Classes are scheduled in eight and nine week terms, so as to complement rather than deter from the primary military mission commitment.

Libraries are established on the base, and students are given access to the home campus library via computer and modem.

The American Council on Education guidelines for awarding military credit are fully utilized, as are CLEP and DANTES exams. The Park College student is thus assured of as much advanced placement as can be justified through recognized academic criteria.

Park's sixteen years of providing quality educational experience, along with economies of scale that come with a large diverse program, result in Park College frequently being selected as the associate and/or baccalaureate degree provider through its Military Resident Center System. Park College is among the biggest and the best providers of associate and baccalaureate degree completion programs in the nation. Park College has been a long term provider of quality associate and baccalaureate programs on military installations. This relationship has been good for Park College and good for the military. Most importantly, it has been good for military personnel. Approximately 10,500 Military personnel have obtained

associate and baccalaureate degrees from Park College, completing all their course work through the Military Resident Center System.

R.O.T.C.

Army ROTC was brought to the home campus in 1985 as a logical development in keeping up with Park's long military tradition. It also opened up a new career field to Park graduates--service to their country as commissioned military officers. The ROTC program has grown steadily in the past four years to become the largest in the Metropolitan Kansas City area. It has attracted to the home campus enlisted men and women who have begun their college education with Park at its many military sites nationwide, and now want to complete their degree work, while simultaneously obtaining a commission as a Second Lieutenant, and then re-entering the service as an officer. It also regularly attracts younger students just out of high school who would not have come to Park were it not for ROTC.

ROTC provides many educational funding opportunities, to include full-tuition two, three and four year scholarships, monthly stipends, educational loan repayment arrangements, and for those ROTC students who also choose to be members of the National Guard or Reserves while in college, additional tuition assistance and pay.

The program has become an accepted and integral part of

campus life, with many student leaders becoming members of ROTC. In addition, ROTC has taken the lead in organizing student activities to commemorate patriotic observances, and participates in many all-college events. In two successive years, a Park cadet has been named the Outstanding Senior Cadet in the entire Kansas City-St. Joseph area among five area colleges. The Park Student Government in 1987 gave special recognition to the ROTC unit as the student organization making the greatest contribution to campus life.

SOCAD, SOCNAV and BDFS Programs

"SOCAD" is an acronym for Servicemembers Opportunity Colleges Associate Degree, which has an equivalency in the Navy -- "SOCNAV". "BDFS" stands for Bachelors Degree For Soldiers. This network consists of colleges that agree to accept academic credit and degrees earned while on active duty from other SOCAD, SOCNAV and BDFS network institutions without imposing additional requirements. Military personnel attending a college in these networks can be assured that the institutions understand and are committed to using the education experiences of active duty personnel.

Many military personnel leave the military with partially completed degrees, and with educational benefits available. The military has established a network of colleges that agree to maximize use of military and academic knowledge and experience. Park College is a charter network member and and continues to be

an active participant in these programs.

Conclusion

Park College and the military have frequently engaged in cooperative activities, for a hundred years. Both the College and the military have benefitted from this partnership. The Military has benefitted in that such programs helped in recruiting Military personnel, and in inducing them to make the Military a career. Park College alumni include officers at all levels, among them being generals. More importantly, the students have benefitted. While approximately 10,500 military personnel have received degrees in this program, nearly that many more are in the process of earning that degree at the present time. The longstanding, ongoing tradition continues. The future looks brighter for both Park College and the Military because of this tradition, and because of the cooperative relationships.

CRITERIA FOR EXCELLENCE: EVALUATING OFF-CAMPUS, DEGREE COMPLETION PROGRAMS

by
Donald J. Breckon
Park College

Introduction

Colleges and universities have been involved in "extension work" for approximately a century. Extending the college into off-campus settings has become a commonplace, accepted practice. While many turning points could be cited, one is important to establish the context for this paper. The Educational Amendments of 1972 encouraged innovation, and that Act precipitated an explosion of non-traditional programs. The Act called for:

> -- the introduction of institutional reforms designed to expand individual opportunities for entering and re-entering institutions and pursuing programs of study tailored to individual needs.
>
> -- the creation of new institutions and programs for examining and awarding credentials to individuals, and the introduction of reforms in current educational practices related thereunto. (Public Law 92-318, June 23, 1972, p. 93)

The federal Fund for the Improvement of Postsecondary Education was created to implement these goals. FIPSE grants help fund projects designed to make education more accessible. Thus, the federal government both directed and funded major change.

At about the same time as these events were occurring, the Carnegie Commission funded the Commission on Non-Traditional Study, which was sponsored by College Entrance Examination Board and the Educational Testing Service. Their report was prefaced with the following observation:

> "New forms, new structures, new means, and new opportunities for higher education..... have become focal points of discussion, planning, and action in the academic world." (Gould, p. ix)

[Paper originally presented at Kansas State University Issues in Higher Education conference on Quality in Off-Campus Credit Programs, Clearwater, Florida, October 1988, NIHE Volume #30. Reprinted with Permission.]

The Carnegie Commission on Non-Traditional Study concluded that substantive and rapid change was required if higher education were to maintain its centrality in American life. Many colleges responded and supplemented trational extension programs with external degrees, universities without walls, experiential learning and a variety of other non-traditional formats, offered in varying combinations.

The Council on Postsecondary Accreditation (COPA) applauded the movement toward diversity. They said.

> "The diversity of American higher education is a great strength of our educational system which must be preserved and enhanced. This diversity is here not only in kinds and types of institutions and programs, but also in varying modes of delivery of education used by institutions of higher learning in providing access to quality education regardless of location. (COPA Policy Statement on Off Campus Credit Programs)

Certainly a valid case could be made for actively supporting the reform of education. Demographics were projecting enrollment declines, and federally financed support was decreasing. Business, industry and military programs were expanding rapidly. Consumerism was running rampant, and its proponents were demanding colleges to be more responsive to the demands of the market place.

The Emergence of Quality Assurance Issues

Innovation had been demanded by the federal government and others, and had been paid for in part by them. Not surprisingly, many off campus degree completion programs emerged.

As might be expected, education traditionalists protested, and criticized the new programs as diploma mills. The elitists asserted that quality education could only occur on a college campus, in their classrooms. Any attempt to make the educational system more responsive to the demands of the market place was interpreted by some as compromising quality.

The somewhat perjorative tone in the previous paragraph should not be interpreted as meaning that this author is unaware that some programs did, indeed, compromise quality.

> "The competition for students and the deepening financial crises have led some institutions into practices that serve neither the student-consumer nor the postsecondary education community." (Thrash, p. 322)

A financial motive existed then and still exists that encouraged fraudulent practices. While that was seldom the case, a related problem developed. Traditional educators often confused high quality, non-traditional programs with spurious programs. Armed with evidence of fraud, many educators developed the view that all non-traditional education compromised the quality of degrees, and retrenched around traditional formats.

Non-traditional education thus came under close scrutiny by the faculty and staff of the sponsoring college.

> "Evaluating non-traditional degree programs at postsecondary institutions has become a mandate in terms of both accountability and survival in times of shrinking resources. (Caffarela, p. 62)

More importantly, faculty and staff of competing schools protested loudly, when off campus degree completion programs came into their service area. When out-of-state schools came in, state departments and state legislators were contacted. Some law suits occurred. New regulations and regulating agencies evolved.

Off campus degree completion programs quickly became the most scrutinized segment of higher education. Off campus programs were regulated far more carefully than on campus programs, especially those that went into the service area of another college. Of course, the most regulated became those that went into other states.

Quality assurance became the watchword of the day. Administrators of off campus degree completion programs were required to demonstrate the quality of the program they offered, often to several groups.

Regulating Agencies

College administrators were used to having their institutions accredited by the regional accrediting association of the Commission on Institutions of Higher Education. Be it North Central, Southern or whatever, their regulations were known, and compliance was assured through periodic review. While this accreditation is voluntary, most credible institutions obtain it. The federal government relies on it as a criterion for eligibility for federal funds. It also provides the external function of certifying to potential consumers of education that an institution is legitimate. From an internal perspective, it creates goals for self-improvement of institutions.

The Council on Postsecondary Accreditation (COPA) advocated that the regional accrediting agency should examine off campus programs when reviewing an institution.

> "An institutional accrediting body is responsible for assuring the quality and integrity of all programs of an institution, wherever it is located." (COPA Policy Statement on Off Campus Credit Programs)

There are also a large number of programmatic accrediting agencies that are coordinated by COPA. Business programs, nursing programs, and management programs are a few of the programs that may or may not be accredited. The number of programmatic accrediting agencies has been increasing, until recent years. Institutions have protested this proliferation, and the number has stablized somewhat.

As states began to regulate out-of-state colleges offering programs in their areas, a variety of state approving agencies began to occur.

> "States generally will reserve to themselves and exert the preponderance of control in certain policy areas....In nearly one-half of the reporting states, state wide policies have been established regarding the setting of admission, graduation and other academic standards, and for provided academic support services off campus." (Grieder, et. al, p. 129)

State approving agencies often were created or designated within the existing higher education structure of that state. Regulations were usually more rigorous for off campus degree completion programs than for traditional campus-based programs. Some states moved to tighten control, and created a state licensing agency, prohibiting all but colleges licensed to operate in their state from offering courses. Licensing agencies usually insisted on periodic enrollment and financial reports, as a condition of operation. Some states required full time faculty at external sites, and in other ways, attempted to control quality. The colleges being regulated often interpreted the regulations as barriers designed to discourage external degree programs in their states.

Some states developed one or the other, while other states created both state approving agencies and state licensing agencies. While the concept of "states rights" specifically gives states the right to regulate education, the resulting maze of regulations and regulating agencies made it more difficult for off campus degree completion programs to operate efficiently.

Many of the early off campus degree completion programs were delivered on military bases. The large number of personnel in a concentrated area made such installations a natural setting. Military personnel were pleased to have college degrees available on bases. Tuition Assistance money was soon appropriated, and degree completion was soon promoted as part of an incentive package to join or remain in the military. Moreover, as degrees

became feasible, they were often integrated as criteria for promotion.

Given the fact that the military now facilitated offering college degrees on base, paid all or most of the tuition, and required degrees for promotion to some ranks, not surprisingly, it, too, began to regulate college degree completion programs.

Public Laws, U. S. Codes and Federal Acquisition Regulations, also come into play on military installation degree completion programs. Among other things, they gave authority to state agencies to also regulate degree completion programs on military installations within their state boundaries.

Department of Defense directives regulate all on-base programs, as for example, requiring education service officers to utilize colleges with the lowest tuition, as part of the cost effective clause. The Department of Defense also elaborates on directives through periodic "circulars," which impact on education on military bases.

The Veterans Administration regulations govern all branches of the service. They have detailed policies and regulations, regarding contact hours, satisfactory progress, etc. They also do spot checks of student files, to be certain that all published policies regarding students and faculty are being followed. State approval agencies have added regulations, as well as being the joint watch dogs for the Veterans Administration. Compliance visits occur periodically to ascertain if all regulations are being followed. They are done by regional Veterans Administration personnel. State approving agencies also do compliance visits using different regulations. Approval of both is required in order to receive Veterans Administration dollars and/or to continue operation of the military site with the state.

Each of the military branches of service have their own regulations. The Air Force has one major command negotiate memoranda of understanding (MOU's) for groups of Air Force bases which, for example, regulate the college's contributions to the base library. The Army, Navy and Marine Corp use separate MOU's for each base, which, for example, regulate the number and type of programs that a college can offer at the site.

As is quickly apparent, the system that evolved discourages a nationwide schedule by a college. The regulating agencies and the regulations are interlaced, but are different enough so as to be totally confusing to all but those who deal with this full time. Colleges that offer degree completion programs usually have specialized staff attend to all the regulations and paper work, that while similar, varies significantly from state to state. The following table is an attempt to simplify this array of agencies.

Sources of Quality Assurance Regulations For Off Campus Baccalaureate Degree Completion Programs

Non Government	State Government	Federal Government
Regional Accrediting Agencies	Approval Agencies	Public Laws and U. S. Codes
Council on Post-Secondary Accreditation	Licensing Agencies	Dept. of Defense Directives and Circulars
Programmatic Accrediting Agencies		Veterans Administration Regulations, National and Regional Offices
		Military Service Regulations
		Federal Acquisition Regulations and Pamphlets
		Education Services Office

Criteria For Excellence

Once an institution has sorted out which agencies have to be satisfied and when, the individual criteria have to be understood. While there is some similarity from agency to agency, there is much dissimilarity. The following summary focuses on similarities, and is not intended to be definitive.

x = require notification and/or compliance with overlapping criteria/policies

X = primary watch dogs

QUALITY ASSURANCE CRITERIA AND REGULATING AGENCIES

CRITERIA \ AGENCIES	Regional Accreditation Association	Council On Postsecondary Accreditation	Programmatic Accreditation Agencies	Department Of Defense Directives	Veterans' Administration	Military Service Branches (Army, Air Force, etc.)	State Licensing Agencies	State Approving Agencies	Base Educ. Service Office
Institutional Accreditation	X	x		x	x	x	x	x	x
Programmatic Accreditation			x						
Approval to Operate In a State	x	x		x	x	x	x	X	x
Approval to Operate On a Base	x	x		x	x	x	x	x	X
Signed M.O.U. On File	x	x		x	x	x	x	x	X
Appropriate Student Admissions Standards Enforced	x	x		x	x	x	x	X	x
New Program Approval Criteria & Procedure	x	x	x	x	x	x	x	X	X
General Education Criteria & Procedure	x	x	x	x	x	x	x	X	x
Course Approval Criteria & Procedure	x	x	x	x	x	x	x	X	x
Faculty Appointment Criteria & Review Process	x	x	x	x	x	x	x	x	X
Faculty Composition & Review Process	x	x	x	x	x	x	x	x	X
Adjunct Faculty Handbook	x	x		x		x	x	x	X
Faculty Development Program	x	x	x	x		x	x	x	X
Contact Hour Monitoring	x	x		x	x	x	x	X	x
Student Files Composition	x	x		x	x	x	x	X	x
Student Appeal Process	x	x			x		x	X	
Long Range Schedule Of Course Offerings	x	x		x	x	x	x	X	x
Graduation Criteria	x	x		x	x	x	x	X	x
Satisfactory Academic Progress	x	x			x		x	X	
Criteria & Monitoring Of Experiential Learning	X	x		x	x	x	x	x	x
Adequacy of Library Support	X	X	x	X	x	X	X	X	X
Financial Reports	x					x	x		X
Enrollment Reports	x	x		x	x	x	x	x	X
Appropriateness Of Marketing & Advertising		x			x	x	x	x	X
Priority Enrollment Procedure		x		x		x			X
Non Discrimination Among All Branches Of Service		x		x	x	x	x	x	X

A cursory review of the above chart suggests that programs must be sponsored by an accredited college, and that college must pay considerable attention to the off-campus programs as designed and delivered. Student admission, student progress, and student graduation requirements must be published and followed. Paper work must always be current, as several agencies can make unannounced site visits and examine files.

The home campus faculty should be involved in development and approval of degrees, majors, minors, general education requirements, and courses. Adjunct faculty should be approved by home campus department chairs. Faculty development activities should be in place for all faculty, and faculty must be monitored for teaching effectiveness. Course must meet for all scheduled contact hours.

Library services, computer labs, and other student support services must meet or exceed on-campus support services. Stated simply, quality cannot be compromised in any way. Too many agencies are watching. Programs must be "squeaky clean" to pass their review. Mechanisms must be in place to be certain that all regulations are followed all the time in all centers. To do otherwise is to risk eligibility to continue to offer degree completion programs at that site.

Off-campus degree completion programs are no place for the timid, and no place for people to do a little bit of programming. Institutions offering degree completion programs at many sites do have an advantage. Because of economies of scale, they can hire a network of full time employees to do quality assurance monitoring at all off-campus sites.

Conclusion

Institutions offering off-campus degree completion programs should be prepared to offer the same quality program off-campus as on-campus, if not better. Moreover, they must be able to demonstrate that fact to any of several reviewing agencies at any point in time.

Such regulation is often confusing and sometimes results in paranoid thinking on the part of institutions. But given the spectre of diploma mills and profit motives, it is better than being unregulated. Off-campus degree completion programs must avoid the appearance of diploma mills at all costs. Sponsoring agencies must avoid being associated with diploma mills at all costs.

Colleges must first and foremost be centers of excellence, on-campus and off. Colleges that get into the off-campus degree completion programs must be prepared to do it well, or should opt to not do it at all. Thank you.

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CRITERIA FOR EXCELLENCE: EVALUATING OFF-CAMPUS, GRADUATE DEGREE PROGRAMS

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INTRODUCTION

Colleges and universities have been involved in "extension" work for approximately a century. Extending the university into off-campus settings has become a commonplace, accepted practice. While many turning points could be cited, one is important to establish the context for this paper. The Educational Amendments of 1972 encouraged innovation that precipitated an explosion of non-traditional programs, many of which were off-campus, graduate degree programs. The act called for:

> -the introduction of reforms in graduate education
>
> -the introduction of institutional reforms designed to expand individual opportunities for entering and re-entering institutions and pursuing programs of study tailored to individual needs
>
> -the creation of new institutions and programs for examining and awarding credentials to individuals, and the introduction of reforms in current educational practices related there unto.
>
> (Public Law 92 - 318
> June 23, 1972, p. 93)

The federal Fund for The Improvement of Postsecondary Education was created to implement these goals. The federal government both directed and funded major change.

At about the same time as these events were occurring, the Carnegie Commission funded the Commission on Non-Traditional Study, which was sponsored by the College Entrance Examination Board and the Educational Testing Service. Their report was prefaced by the following observation:

> New forms, new structures, new means, and new opportunities for higher education have..... become focal points of discussion, planning, and action in the academic world.
>
> (Diversity By Design, p.ix)

The Carnegie Commission on Non-Traditional Study concluded that substantive and rapid institutional change was required if higher education were to maintain its centrality in American life. Many colleges responded and supplemented traditional extension degrees with external degrees, universities without walls, experiential learning, and a variety of other non-traditional formats, often offered in varying combinations.

The Council on Postsecondary Accreditation (COPA) applauded the movement toward diversity.

> The diversity of American Higher Education is a great strength of our educational system which must be preserved and enhanced. This diversity inheres not only in kinds and types of institutions and programs but also in varying modes of delivery of education used by institutions of higher learning in providing access to quality education regardless of location.
>
> (COPA Policy Statement on Off-Campus Credit Programs)

Many graduate deans were heavily involved in discussions that led to a proliferation of external degrees. As might be expected, some deans provided leadership to reform on their campuses, some provided cautious support, some provided opposition and yet others remained hidden in their ivory towers, unaware of the winds of change that surrounded them. (In the world generally, it's been observed that some people make things happen, some people watch things happen, and some people wonder what happened.)

Certainly a valid case could be made for actively supporting the reform of graduate education at that time. Demographics projected enrollment declines. Federally financed support was decreasing. Business, industry and military in-house programs were expanding rapidly. Consumerism was rampant in society, and its proponents were demanding graduate schools to be more responsive to its needs.

> The competition for students and the deepening financial crisis have led some institutions into practices that serve neither the student-consumer nor the postsecondary education community.
>
> (Thrash, 322)

A financial motive existed then and still exists that encouraged fraudlent practices. A related problem developed. Traditional educators often confused high quality, non-traditional programs with spurious programs. Armed with

evidence of fraud, many educators developed the view that all non-traditional education compromised the quality of degrees and retrenched around traditional formats.

The Commission on Non-Traditional Study advocated an evolutionary approach to reform, stating, "The success of non-traditional study depends on integrating traditional and non-traditional elements" (Diversity by Design, p. 9). The Commission on Non-Traditional Study recommended that, "Colleges and universities should work toward absorbing the external degree into the normal part of degree granting instead of keeping it ancillary to their total program" (Diversity by Design, p. 73).

Indeed, they also reported that "the external degree (one which is secured essentially outside the normal framework of resident campus instruction) has moved close to the center of the educational scene" (Diversity by Design, p. ix).

> The clarion call of Diversity by Design has been answered, to some extent, in the ensuing decade. The 1970's saw considerable diversification in higher education: non-traditional institutions emerged and flourished; innovative delivery systems multiplied; learning assessment techniques gained wider use; and external degree programs proliferated.... These latter constitute the preferred response of many traditional colleges and universities.
>
> (Scott, p. 81)

The Council of Graduate Schools in the United States supported this concept.

> An institution proposing to offer such external programs of study has the responsibility to demonstrate successfully to the appropriate agencies that the programs are essentially equivalent in quality to comparable graduate programs offered on the home campus.
>
> (COGS, Non-Residential Graduate Degree Programs: A Policy Statement)

Developing external degrees in the main stream of a college or university increased the likelihood of close scrutiny and periodic evaluation.

> Evaluating non-traditional degree programs at postsecondary institutions has become a mandate in terms of both accountability and survival in times of shrinking resources.
>
> (Caffarela, p. 62)

The above quote speaks directly to the purpose of this paper. Graduate deans may no longer have the luxury of ignoring or resisting the trend toward non-traditional graduate degree programs. Potential students increasingly demand the option. Market forces encourage colleges and universities to meet that need in areas where local colleges and universities decline to do so. (The authors' home university, Central Michigan University, is currently licensed to operate in twenty-three states, and offers graduate programs there by request, because local universities do not provide off-campus graduate degree programs in non-traditional formats).

Graduate deans are increasingly faced with the two questions that the balance of this paper addresses. What should a graduate dean demand be included in an off-campus graduate degree program being developed on the dean's home campus? What criteria for excellence should graduate deans look for in the off-campus, graduate degree programs that other colleges and universities offer in their "backyard"? In short, what are the questions graduate deans should be asking?

Accreditation and Licensure Questions

There are two types of accredition that are generally recognized; institutional accreditation by regional association and specialized or program accreditation. Both types of accreditation are voluntary, although there are compelling reasons why colleges and universities seek accreditation. The federal government relies on accreditation as a criterion for eligibility for federal funds. It also provides the external function of certifying to potential consumers of education that a program is satisfactory. From an internal perspective, it creates goals for self-improvement of weaker programs.

The Commission on Non-Traditional Study recommended:

> New evaluative tools must be developed to match the non-traditional arrangements now evolving, so that accreditation and credentialing will have appropriate measures of quality.
>
> (Diversity by Design p. xix)

> In working with non-traditional institutions and programs, the Commission is concerned both with the encouragement and support of innovation and with validation of quality. Although in general, the same guidelines can be applied to traditional and non-traditional institutions and programs, it is clear that additional ways of evaluating non-traditional efforts are appropriate.
>
> (Thrash, p. 326)

Institutions are responsible for notifying their regional accrediting organization of plans for "substantive change" of the following nature:

> The establishment of non-traditional programs within the institution, contractual relationships with non-regionally accredited organizations for the delivery of educational services to students, extended off-campus centers, and inter-regional programs.
> (Thrash, p. 325)

The Council on Postsecondary Accreditation (COPA) indicates it is clearly the accrediting agency's responsibility to examine the off-campus programs while reviewing an institution.

> An institutional accrediting body is responsible for assuring the quality and integrity of all programs of the intstitution, wherever it is located.
> (COPA, Policy Statement on Off-Campus Credit Programs)

GRADUATE DEANS SHOULD ASK: "HAS THE PROGRAM BEEN REVIEWED BY THE REGIONAL ACCREDITING ASSOCIATION, AND WHAT WERE THE RESULTS?"

The Council of Graduate Schools called for regional accrediting agencies to review all graduate degree programs in their region, regardless of the location of the home campus.

> Regional accrediting associations should accept responsibility for the accrediting of all institutions and academic units offering graduate degree programs in their region, regardless of the location of the home campus of the institution and the accreditation status of the program on that home campus. This will probably involve cooperative activites with the regional accrediting association having jurisdiction over the home campus of the institution.
> (Council of Graduate Schools in the United States: Non-Residential Graduate Degree Programs: A Policy Statement)

GRADUATE DEANS SHOULD ASK: "IS THERE AN APPROPRIATE SPECIALIZED OR PROGRAMATIC ACCREDITATION, HAS IT BEEN SOUGHT, AND WHAT WERE THE RESULTS?"

Many states are also requiring licensure of non-state colleges and universities that wish to offer programs within their borders. Regional accrediting organizations often form the basis for state standards, but the standards are often more proscriptive.

> States generally will reserve to themselves and exert the preponderence of control in certain policy areas..... In nearly one-half of the reporting states, statewide policies have been established regarding the setting of admission, graduation, and other academic standards, and for provided academic support services off-campus.
>
> (Grieder, et.al
> p. 129)

The Council of Graduate Schools in the United States called for measures to protect existing, traditional programs.

> An institution should not begin to offer an off-campus graduate degree program until it has received authorization from the appropriate state agency and from the regional accrediting association(s) involved. It's credits and degrees should not be recognized by CGS member institutions until this has been accomplished.
>
> An institution proposing to offer graduate level courses of graduate degree programs away from its home campus has the responsibility to demonstrate successfully to the state and/or to the regional accrediting association(s) involved that (a) the purpose of instituting the program is consonant with the expressed and accredited purpose of the institution and (b) there is a genuine and unmet need for the program at the proposed location.
>
> (Council of Graduate Schools in the United States: Non-Residential Graduate Degree Programs: A Policy Statement)

GRADUATE DEANS SHOULD ASK: "IS THIS PROGRAM LICENSED TO OFFER PROGRAMS IN THIS STATE?"

INSTITUTIONAL SUPPORT QUESTIONS

Institutional support should be present for all off-campus graduate degree programs, at several levels (NCA Combined Data and Evaluation Form, 1986).

> The support of boards of trustees or regents, commissioners, Presidents and other administrators, faculty, senates, and controlling committees should be actively sought in any effort to introduce non-traditional forms into existing institutions.
>
> (Diversity by Design, p. 56)

GRADUATE DEANS SHOULD ASK: "IS THE BOARD OF TRUSTEES ON RECORD AS SUPPORTING THE OFF-CAMPUS PROGRAM? ARE CONTRACTS EXECUTED BY ON-CAMPUS, SENIOR ADMINISTRATIVE OFFICIALS? IS THE ULTIMATE RESPONSIBILITY FOR THE PERFORMANCE OF NECESSARY CONTROL FUNCTIONS RESIDING WITH THE ON-CAMPUS INSTITUTION? TO WHAT EXTENT IS THE GRADUATE DEAN INVOLVED IN PROGRAM APPROVAL AND QUALITY ASSURANCE MECHANISMS?"

> Policies governing academic issues ought to be clearly articulated, written, approved by on-campus officials and bodies, and published.
> (NCA Combined Data and Evaluation Form, 1986).

GRADUATE DEANS SHOULD ASK: "ARE WRITTEN POLICIES AVAILABLE WHICH SET FORTH ADMINISTRATIVE ORGANIZATION AND EVALUATION PROCEDURES? WHAT OVERSIGHT FUNCTION DOES THE GRADUATE COUNCIL AND FACULTY SENATE PLAY IN THE OPERATIONS OF OFF-CAMPUS, GRADUATE DEGREE PROGRAMS?"

Institutions should have valid academic reasons to extend a degree to off-campus settings. While they can reasonably expect to be financially self-sufficient, if the profit motive is allowed to get out of hand, spurious programs may evolve.

GRADUATE DEANS SHOULD ASK: "WHAT IS THE PRIMARY SOURCE OF FUNDING FOR THE PROGRAM? ARE THE TUITION AND FEES COMPARABLE TO OTHER NON-TRADITIONAL INSTITUTIONS? ARE FINANCIAL DECISIONS KEPT SEPARATE AND DISTINCT FROM ACADEMIC DECISIONS BY INVOLVING SEPARATE INDIVIDUALS AND GROUPS IN A SYSTEM OF CHECKS AND BALANCE?"

GENERAL ACADEMIC POLICY QUESTIONS

Non-traditional programs ought to be reasonably flexible yet generally consistent with on-campus programs.

> Graduate programs, except possibly in the most mature universities, require strong coordination from a graduate dean and graduate council.
> (Dressell, p.322)

The Graduate Council of on-campus faculty should be involved in development and oversight of most academic policies and, if off-campus policies are approved that deviate from on-campus policies, a clear justification needs to be provided.

GRADUATE DEANS SHOULD ASK: "WHAT IS THE ROLE OF THE ON-CAMPUS GRADUATE COUNCIL AND FACULTY SENATE IN APPROVING POLICIES GOVERNING OFF-CAMPUS, GRADUATE DEGREE PROGRAMS?"

GRADUATE DEANS SHOULD ASK: "IS THE SEVEN YEAR RULE OR OTHER POLICIES REGARDING OUT-DATED COURSEWORK CONSISTENT WITH ON-CAMPUS POLICIES AND IS IT MONITORED AND ENFORCED? ARE TRANSFER CREDIT POLICIES CONSISTENT WITH THOSE ON-CAMPUS?"

FACULTY QUESTIONS

Faculty appointments to off-campus graduate degree programs are critical to the success of the program. The appropriate department chairs should review the credentials for equivalency to on-campus standards. On-campus faculty should be encouraged to be involved in the off-campus program, augmented by adjunct faculty.

> Although the core teaching in a non-traditional program must be done by full-time faculty members if it is to be an integral part of the work of the sponsoring institution, a college or university should enrich both its program and its community relationship by using highly qualified part-time teachers and leaders.
>
> (Diversity by Design, p. 65)

> The initial and continuing professional training of those who teach in alternate programs of education should include the concepts and techniques of non-traditional study.
>
> (Diversity by Design, p. 86)

THE GRADUATE DEAN SHOULD ASK: "WHAT PERCENT OF INSTRUCTIONAL FACULTY ARE TENURED, ON-CAMPUS FACULTY? ARE ADJUNCT FACULTY CREDENTIALS REVIEWED BY THE APPROPRIATE DEPARTMENT CHAIR AND JUDGED APPROPRIATE FOR AN ON-CAMPUS ADJUNCT APPOINTMENT? ARE FACULTY PROVIDED INSERVICE REGARDING TEACHING ADULTS IN NON-TRADITIONAL FORMATS? IS THE QUALITY OF INSTRUCTION MEASURED AND MONITORED?"

CURRICULAR QUESTIONS

Courses and degrees offered off-campus should generally be offered on-campus, if the goal of integration is to be met. The appropriate department faculty should be involved, as should other on-campus curricular review bodies.

> An institution designing a non-traditional program, particularly one leading to an external degree.... should relate such a program to its whole process of curriculum development.
>
> (Diversity by Design, p. 58)

GRADUATE DEANS SHOULD ASK: "HAVE COURSE SYLLABI AND DEGREE STRUCTURES BEEN APPROVED BY APPROPRIATE ON-CAMPUS DEPARTMENTAL FACULTY AND CURRICULAR REVIEW BODIES? ARE THE COURSES AVAILABLE BOTH ON AND OFF CAMPUS? CAN STUDENTS USE OFF-CAMPUS COURSES FOR ON-CAMPUS DEGREES AND VICE-VERSA? IS THE DEGREE AND TRANSCRIPT THE SAME AS ON-CAMPUS DEGREES AND TRANCRIPTS, OR ARE OFF-CAMPUS COURSES AND DEGREES IDENTIFIED SEPARATELY ON TRANSCRIPTS?"

If courses, degrees and faculty are all of sufficient quality and are approved and monitored by on-campus faculty, they ought to be interchangeable. If they are, it is an indication of assumed quality.

STUDENT CHARACTERISTIC QUESTIONS

GRADUATE DEANS SHOULD ASK: "ARE ADMISSION STANDARDS CONSISTENT WITH ON-CAMPUS ADMISSION STANDARDS? ARE COURSES OFFERED IN ENOUGH FREQUENCY TO PERMIT MOST STUDENTS TO COMPLETE THE PROGRAM IN A REASONABLE TIME CYCLE? WHAT PERCENTAGE OF THE STUDENTS COMPLETE THE DEGREE? HAVE STUDENT SATISFACTION STUDIES BEEN DONE ON THE QUALITY OF INSTRUCTION AND THE OVERALL PROGRAM?"

STUDENT SERVICE QUESTIONS

Students in any graduate program need a range of student services.

GRADUATE DEANS SHOULD ASK: "ARE ON-CAMPUS FACULTY INVOLVED IN OFF-CAMPUS ADVISING PROGRAMS? IF OTHER THAN ON-CAMPUS FACULTY ARE INVOLVED, HAVE THEIR CREDENTIALS BEEN APPROVED BY THE APPROPRIATE ON-CAMPUS DEPARTMENT? ARE ADVISORS TRAINED AND MONITORED FOR EFFECTIVENESS? IS ADVISING, COURSE REGISTRATION, SALE OF BOOKS, ETC. AVAILABLE IN OFF-CAMPUS CENTERS? DO STUDENTS HAVE ACCESS TO ON-CAMPUS PLACEMENT SERVICES? DO GRADUATES GET JOBS FOR WHICH THEY ARE PREPARING?"

Graduate degree programs require adequate library facilities and holdings, and require a significant investment of resources.

> Experience suggests that the number of volumes and journals regarded as adequate for a four year college typically has to be doubled or tripled in all fields in which graduate studies is offered. While nearby libraries may supplement local resources, no successful program can be largely dependent on the library resources of other institutions.
>
> (Guidelines for Institutions Offering Advanced Degrees, p. 3)

GRADUATE DEANS SHOULD ASK: "WHAT PROVISIONS ARE MADE FOR LIBRARY SERVICES TO OFF-CAMPUS DEGREE STUDENTS? ARE WATTS LINES AND LIBRARIANS ASSIGNED TO THE OFF-CAMPUS DEGREE PROGRAM? DO STUDENTS AND FACULTY GENERALLY CONSIDER LIBRARY SERVICES TO BE ADEQUATE?"

> The ..... library should be strengthened to become a far more powerful instrument for non-traditional education than is the case.
>
> (Diversity by Design, p. 82)

NON-TRADITIONAL FORMAT QUESTIONS

Off-campus degrees often use non-traditional learning formats and sometimes assess prior learning and award academic credit for that learning.

> Many kinds of program options or diverse and flexible arrangements for study should be made available to each student.
>
> (Diversity by Design, p. 28)

> There should be continued experimentation with forms of non-traditional study which minimize the traditional rigidities of campus lifetime (prescribed years of study); space (residence on campus); and systems of academic accounting (credits or honor points earned).
>
> (Diversity by Design, p. 49)

GRADUATE DEANS SHOULD ASK: "IS EXPERIENTIAL LEARNING OR PRIOR LEARNING ASSESSMENT USED? ARE ON-CAMPUS FACULTY INVOLVED IN THIS PROCESS? IS A STANDARD MODEL OF LEARNING ASSESSMENT SUFFICIENTLY INSULATED FROM FINANCIAL DECISIONS TO PRECLUDE GRANTING CREDIT BECAUSE OF FINANCIAL NEEDS ASSOCIATED WITH TUITION REVENUE? ARE THE POLICIES AND PROCEDURES GOVERNING EXPERIENTIAL LEARNING CLEARLY ARTICULATED AND PUBLISHED?"

> Perhaps it is unnecessary at this point to re-emphasize that experiential learning is an integral part of higher education, not an appendage or a transitory interest. ..... While it is legitimate to expect that credit awarded through experimental programs should be carefully justified, that is no excuse for a double standard either in the learning expected of students or in the rigor of the assessment process.
>
> (Keeton, p. 244)

CONCLUSION

Higher education has changed rapidly in the last decade, and will presumably continue to change.

> The postsecondary learning of the future will and should differ markedly from that of today in content and meaning; in timing and accessability to learners; in systems through which instructional services are delivered; in the balance between experiential learning and information processing; and in the ways it is combined with other interests and activities of life.
> (Keeton, p. 5)

Such movement places additional responsibility on graduate deans, accrediting agencies and licensure agencies. Such innovative programs should be required to demonstrate compliance to existing standards.

> Existing colleges and universities should make every effort to meet the academic needs of additional and new types of students. If they feel they cannot take on such responsibilities, they should welcome, even encourage the growth of new institutions, either of collegiate type or some new model.
> (Gould & Cross, p. 62)

As with Socrates of old, this author concludes that most importantly, graduate deans need to know what questions to ask, while remaining open to new answers. Only careful and continuing scrutiny of both traditional and innovative programs will lead to the dialogue essential to ensure sound graduate education.

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Marketing Educational Programs in Times of Declining Tuition Assistance: Attitudes, Strategies and Responsibilities

Keynote Address
ASCEU
Tulsa, Oklahoma
November 1, 1988

Introduction

"These are the best of times and the worst of times." So said Charles Dickens in his masterpiece, A Tale of Two Cities. "These are the times that try men's souls," someone else said. While both these statements were undoubtedly true of the era in which they were first written, I believe they are very descriptive of college degree completion programs today.

There is a lot of hand wringing, head shaking and other pessimistic behaviors currently occurring among educators in the military. However, enrollment at many sites is at all time highs, and is growing. Tuition assistance and other forms of financial aid have been appropriated in large amounts. Many old educational facilities have been replaced or renovated. There is support for education among colonels and generals, many of whom were educated in such a program on a site. Degrees are required for many military promotions. Degree completion programs are available at nearly all sites. A handful of colleges have demonstrated a willingness to package education in formats that meet the needs of student military personnel. Quality assurance mechanisms are in place both on the sites and in the colleges. The specter of diploma mills has been avoided.

We who are in education at military installations have done

a good job. We have fine programs, good curricula, good faculty, good students, good facilities, and good funding. "These are the best of times." Pat yourself on the back. Congratulate the person sitting next to you. You've done a good job, and deserve it.

Yet we find ourselves in the midst of a great deal of pessimism. We have had limitations placed on tuition assistance (TA) and more are rumored. Some sites ran out of TA, while others simply have tight budgets. We have been forced to make tough decisions in implementing the "cost effective" clause. "Push has come to shove" at some sites. Colleges that have served the Military well for many years (like Park) have had large and successful degree completion programs decimated by a decision to assign all lower division courses to an area community college. (Approximately $800,000 worth of programs were taken from Park in one decision at one site. Park College, a long term provider of quality degree completion programs, is now offering upper division courses and what is left of its degree completion program <u>at a substantial financial loss</u>.) Meanwhile, an area community college that had been previously dismissed from the site because of a lack of quality control now offers an $800,000 collection of courses. Educational personnel said they really didn't want to do it but had no choice. Park agreed to stay on the site, operating at a loss, because we are convinced that the community college will again provide unsatisfactory service, and Park will be again offering all the

courses for a degree completion program soon. Other colleges faced with such losses simply withdrew from their sites.

These horror stories occur at other sites and with other colleges. How long colleges will subsidize such operations remains to be seen. Moreover, the rumor mills run rampant that more budget cuts are on the way. Most of the past rumors have not materialized, fortunately, and I assume that most of the current and future rumors won't either. However, as indicated at the outset, much hand wringing is occurring, and "gloom and doom" permeates too much of our conversations. These are the worst of times. All these rumors are set in the context of a huge national deficit, and a new president, and a large number of unknowns. Will funding get better or get worse? Who do you believe?

"These are the best of times. These are the worst of times." "These are the times that try (our) souls."

A Perspective

It is easy to complain, blame and criticize. (As a college president, I assume every decision I make will be unpopular with between 10% and 50% of the people, most of whom don't begin to understand the issues.) However, I also assume that their ignorance is partially my fault, for not fully communicating with them.

I often use the illustration of a pointing finger. Point your index finger at your neighbor (Go ahead, do it now). Wave

it in their face. Say, "It's your fault." Now look at your pointing finger and notice that there are three fingers pointing back at you. In this example, you've falsely accused your neighbor. (Tell them you are sorry.) The point of all this is that it's far more productive to look at yourself when placing blame, than to blame or criticize or complain. Returning to the financial problems of the military education system, the question should be, what can I do to help? That kind of an attitude makes you part of the solution, rather than part of the problem.

Another perspective I'd like to establish is where we have been and a "worst case scenario" of where we are going.
Tuition assistance programs have generally been increasing in recent years, in terms of real dollars. College costs have been inflating, and despite cost containment activities, most colleges have had to raise tuition. As an illustration, nationwide, tuition increased in four year institutions, 7% in 1986-87, and 7% in 1987-88, for a total of 14%. (Park College did not raise its tuition and fees in 1986-87 or 1987-88. It did raise its tuition 8.5% in 1988-89, to cover the cost of upgraded computer labs, office automation and conversion of the library to electronic automation.)

Tuition generally has been reimbursed at military sites in a 75% - 25% split during the last decade, with the student paying the smaller amount. Some groups have enjoyed a 90% - 10% split, while a few groups have struggled with a 60% - 40% split, and still others 50% - 50%.

Military education personnel have strategized to balance their tight budgets by limiting eligibility for TA. Enlisted and warrant officers are limited, as are second academic majors, or second lateral degrees.

A second strategy used to balance their budget is to require that other sources of funding be used before TA is utilized. Using another strategy, the "cost effective" provision required that reimbursement be at 75% of the lowest available tuition rate for that course. Yet another strategy has been to limit the amount of TA that can be drawn, placing a ceiling on the number of courses and/or the number of TA dollars that can be reimbursed per year.

While none of us in education like such cuts, the question that arises is "so what?" Instead of pointing at others, some self examination is in order regarding "what does all this mean for me?"

Military site educational programs have been offering financial aid that far exceeds that on college campuses throughout the world. What college campus offers 75% reimbursement for all comers? What college campus offers degree completion programs in time frames and locations convenient to the student? What college campus offers a full range of student support services to adult part time students, with few, if any, lines to wait in, and few bureaucratic snafus? Students on the sites have specially designed programs, superior student support services, with more convenient delivery systems at far less

individual expense than they can get on nearly any campus in the world. However, they don't know it and don't appreciate it. Whose fault is that? Ours! **A college degree will never be more convenient or less expensive**. We need to tell students and potential students that fact, over and over again.

Perhaps we have become accustomed to students flocking to us, and to other luxuries of this "golden age of military degree completion programs." Perhaps we fear the future too much. Perhaps we are clutching the present so tightly to our chest that our arms are too full to embrace the future. Perhaps tight budgets and limited TA is not as good as we would like it. But a "worst case" for military education is still a far better buy than can be received elsewhere.

We may have entered a new era for education on military installations. If this is so, it is not profitable to point fingers at others. It is, however, profitable to examine ourselves, and our attitudes. Are we part of the problem or part of the solution? How do you see it? To use an analogy, "Is the glass half full or is it half empty?" Your answer does not change what is in the glass, but it does change your attitude toward it.

Another Perspective

Education has always been expensive. People who have become educated have usually made enormous sacrifices, of time, energy and fiscal resources. Education is expensive, but so is

ignorance. Education is a good investment.

A recent study done by Economics Professor Finis Welch at U.C.L.A. (and reported in the Kansas City Times, September 5, 1988) indicated that the difference between a college degree and a high school diploma is now about $600,000 in income over a working lifetime. Another study conducted by the College Board and reported in the August 17, 1988 Wall Street Journal determined that in 1986 male college graduates earn 39.2% more than high school graduates, while female college graduates earn 40.5% more than high school graduates. They also report research that indicates that the college educated are also less likely to be unemployed than high school graduates. "People want it and they are willing to pay for it." They conclude by noting that "college enrollment has held steady, in face of a 16% decline in the number of high school graduates since 1977." Adults are coming to college in record numbers, and most are paying tuition and fees themselves.

Historically, during times of recession the number of students in college increases. When unemployment is high, enrollment in colleges and universities is high. When people's job stability or financial stability is threatened, people reassess their future prospects, and often seek to improve them. They do this with little or no nudging from college recruiters. However, the most important point is that they find ways to pay for it. They use state and federal financial aid to the extent that it is available. They use savings if available. They have

a working spouse or get a second job if it is possible. They borrow from banks (Guaranteed Student Loans, etc.) if possible. They sell second cars, boats, vacation property, etc. They forgo vacations and minimize travel. They borrow from parents, grandparents, aunts and uncles. They incur substantial amounts of debt on credit cards.

Such students establish a goal of a college degree and then subordinate nearly all else to that process. They do so willingly and joyfully. They find that not only is the end result worth sacrificing for, but the process of obtaining a degree itself has many personal satisfactions built into it. The sense of achievement, of doing something worthwhile, of preparing for and shaping one's future, the sense of self-fulfillment, the excitement of learning, the new friends, good contacts and socialization are all benefits of degree completion programs. It is hard to put a price tag on these benefits, or on the financial benefits of a college degree. But these elements are among the reasons why many students are willing to sacrifice much time, energy and dollars to attain a degree. Students who have graduated know this, but do potential students? If not, why not?

In the past, students have flocked to our programs to get "free, or almost free" education. We now may have to sell education to military personnel. History is on our side. During times of tight budgets and economic instability, people return to college in larger numbers than ever. (Note that we have pointed the finger of blame at tight budgets and those that control them,

but that three fingers are pointed back at us. Re-examining our roles will be more profitable than pointing fingers of blame or even "hand wringing.")

We need to change with the changing times--all of us. We now need to market education. Fortunately, we have a very marketable product. Experience has shown that people will flock to our doors in greater numbers if we market our product in the right way. As noted earlier, the number of eighteen year olds has been declining in recent years, yet enrollment on college campus has consistently increased. The reason is marketing. Colleges have taken seriously the challenge of marketing, and record enrollment is the result instead of anticipated declines.

Publicizing and Marketing Higher Education

Time does not permit a detailed discussion of marketing, but a quick review of basic principles is in order. College personnel, military educational counselors, education service officers and others all have opportunity to use these principles.

A good public relations plan should include at least the following elements:

1. **An identification and assessment of the "publics that constitute target groups or market segments for the program**. Note the intentional use of plurals in "publics," "target groups" and "market segments." Examples might include newly enlisted personnel, those eligible for promotion, those considering reinlistment,

those considering leaving the military after a term or two, those career NCO's and officers preparing for civilian roles, and those in reserve units. These groups are among the market segments and should receive group specific messages. Promotional material focused on each group will be more productive than an announcement of available courses and a degree completion program designed in a "one size fits all" mentality.

2. <u>An identification of the most effective "senders" and "channels" for each target group.</u> There is a great disparity in the credibility of communicators or senders among groups. Generally, senders need to be credible to a group before the message is sent to them. Who will the target group listen to and respect? That should be the focus of discussion and brainstorming for those responsible for marketing.

Messages can be fed into a variety of channels ...print media, electronic media, direct mail, bulletin boards, group sessions, individual sessions. Serious discussion needs to be directed toward which senders and channels are likely to be most effective for each of the target groups identified above. Will it be the ESO, the Education Counselor, Commanders, current students, successful former students, former military students who are now successful in civilian

life, spouses of current and former students, faculty, or varying combinations of them all? The answer, of course, is that it varies with the target group.

3. <u>An identification of what specific messages are needed for each market segment.</u> The message has to create awareness, interest, and trial, and should be tailor made to the needs and interests of each target group or market segment. Some messages should simply make people aware of the educational programs. Some messages are more personalized and should create an active interest in education. Some messages should be focused on eliciting trial--"Take a course, you'll be glad you did." Focusing on concerns such as educational requirements for promotion, or preparation for transition to civilian life, or the economic advantages of a degree, or the self concept improvement are but some of many messages that should be sent to some of the target groups. Anticipated barriers or elements of resistance should be addressed in some of the messages. Addition of a "selling" mentality may now be needed, instead of "merely serving potential students who come through the door" mentality.

4. <u>A Marketing Plan, or at least a calendar for a year-round Public Relations Program</u>. Such a calendar helps assure that each of the market segments are addressed during the year. Be sure to plan some repetition.

> Audiences are like a parade, constantly passing by. One message will not reach everyone, and will not be remembered by all it reaches.

All who are concerned about promoting education at military sites should think about what market segments should be addressed, and what methods, messages, and materials should be used. A "shotgun" type approach of "one announcement for everyone" is woefully inadequate. A "rifle" approach of picking specific targets and focusing on them sequentially is always the more effective route. Again, I pose the question, "Is the finger of blame for limited enrollment pointing at the budget or at potential students who don't care about education, or are there three fingers pointing back at us for inadequately marketing education.

An Overview of Useful Factors in Marketing Degree Completion Programs on Military Installations

Market Segments

1. Enlisted personnel and NCO's considering promotion path
2. Persons considering re-enlistment
3. Persons considering "early out" or routine discharge
4. Career officers considering promotion path

Communication Senders

1. ESO's
2. Education counselors
3. Current students
4. Successful graduates
5. Wives of current students
6. Faculty
7. Commanders

Communication Channels

1. Inprocessing interviews
2. Daily bulletins
3. College videotapes
4. Bulletin boards
5. Direct mailings
6. Education Center Open House or College Fairs
7. Newspaper articles or advertisements

Messages

1. Tuition assistance is available now
2. Degrees are offered in convenient time frames
3. Instructors are considerate of duty schedule/TDY's
4. Convenient, efficient registration
5. Degrees are essential for many promotions
6. Degrees facilitate transition to civilian life
7. Civilian salaries are higher for degreed people
8. Civilian promotions are based on degrees

Pragmatic Considerations

Education Service Officers, counselors, college personnel and others may not have skills or training in marketing. However, at least three options are open.

First, contracts with marketing/public relations firms can be negotiated, to either do the marketing or to consult with educational personnel who will do it. I know budgets are tight, but it may be the best money spent. Advertising doesn't cost, it pays. When business is bad, more advertising is needed, not less.

Secondly, students and faculty in marketing classes on the site may be willing to design a marketing plan for the site. This approach combines expertise in marketing with the views of satisfied customers. Satisfied students are your best salespersons.

Third, education personnel can learn marketing theory and practice. Marketing books and seminars are available, probably as courses in the program you are trying to promote. Perhaps taking a marketing course would be the single most important thing you could do because it would provide expertise, it would allow time (in class) to think about how marketing principles apply to your situation, and it would put you back in touch with students in a classroom. (While we are busy ourselves with paper work and programs, we need to constantly be reminded that our primary reason for existence is to serve students.)

Professional marketers may indicate that this is no arena

for amateurs, and if budget permits, professional assistance would be useful. However, slick advertising campaigns are not required. Simply having the right people give the right messages to the right market segments at the right time need not be difficult. Moreover, at most sites, anything done along these lines of marketing would be a substantial improvement. Also, poorly done marketing would not reduce enrollment. Education is a salable product. Marketing can only help.

Conclusion

I have attempted to establish in this paper that degree completion programs on military installations are large, effective programs, with substantial amounts of financial support. Education will never be more convenient or less expensive. Education is a product Military personnel need and want.

We need to accept responsibility for making the connection between what we offer and what Military personnel need. Everyone in this room needs to accept responsibility for "marketing" rather than "offering" educational programs. Each one of us needs to be positive about still available tuition assistance, rather than negative about limitations and budget cuts. We need to examine our own attitudes first, and develop strategies to either improve or compensate for "real world" factors. First and foremost, we need to accept responsibility for our opportunities. We need to be proactive. We need to

promote degree completion programs at military sites as the "opportunity of a lifetime."

Finally, let me conclude by reminding you that there are three kinds of people: those that make things happen, those that watch things happen, and those that wonder what happened.

I trust that your participation in this conference will reaffirm your commitment to making more good things happen in educational programs on your installations.

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Synthesis: Becoming Technical Instructors. A Handbook.
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Adult Learning Concepts: An Overview

by Dr. Donald J. Breckon, President, Park College, Parkville, MO

Introduction

Teaching adults can be a most exhilarating and rewarding experience or a most painful and frustrating experience. Unfortunately, the pain and frustration are often experienced by both the instructor and the students. Most adult educators have not been taught how to teach adults and revert to teaching the way they were taught. Most education that instructors received as adults has been in college classrooms. While some college and university level instruction is excellent, much is very poor. Thus, the instructors whom adult educators emulate are often poor role models, in part because the role models also haven't been taught how to teach adults. Further complicating this problem is the fact that adults received much of their education when they were children. Teachers in the public schools usually use a pedagogical model, which literally means "teaching children." It is often acceptable to treat children as if they were adults, but the converse is seldom true.

This paper describes the characteristics of adulthood and presents and illustrates the andragogical model (which literally means "teaching adults"). A variety of approaches are described that can and should be used as a framework for adult learning experience.

Characteristics of Adults

Definition

Adulthood is far more than being legally of age, physiologically mature, or self-supporting. Adulthood, for purposes of this discussion, begins when people perceive themselves to be wholly self-directing and assume

responsibility for their education. Adults see alternative strategies and options; select, manage, and interpret them; and label them as relevant or irrelevant, meaningful or meaningless, from their personal perspective.

Perceptions of Learners Important

Educators do well to always remember that adults "vote with their feet," and if education isn't relevant or meaningful from the learner's perspective, the learner may not return to class. Instructors need always to remember that the class and the content look very different when viewed from the instructor's perception as opposed to the learner's perception. A basic premise of the andragogical model is that a major emphasis must be placed on the perceptions of the learners, because those are the perceptions on which the learners' behavior is based.

Adults Bring Experience

Adults have a great deal of experience to bring to a teaching/learning encounter. Adults have a strong reflex toward authority and like to think of themselves as independent. Adults have decisions to make and problems to solve, and see education as part of that process. Adults have strong emotional frameworks, consisting of values, attitudes, and tendencies. Most adults find change disorienting; they perceive too much change as destructive.

Adults and the Classroom

Adults are people for whom classroom learning is not the central task. Adults live in a world for which they are not fully prepared; they may see education as part of the process of growing in ability to understand and interpret what they encounter. Adults are people for whom the key word is "relevance." Adults are people with many demands on their time; each learning experience must appear valuable to them. Finally, adults are people who have many preoccupations outside the classroom.

Baggage in the Adult Learning Setting

A basic premise of the andragogical model is that instructors and instruction always start with the learners rather than with the subject matter. Instruction must start with the level of competence and interest that exists in the group, rather than with what instructors wish were there, or what used to be there.

Adults come to the learning encounter bringing individual baggage. In a figurative sense, they set it on the table and hide behind it. The baggage contains all that the adult is, has been and hopes to be, as well as all that life means to them. It contains history, culture, values, attitudes, finances, philosophy, religion, hopes, dreams, sex, self-concept, physical attributes, abilities, skills, knowledge, education, beliefs, and life experience. All the

baggage which an individual has acts as a filter or screen before communication can have any impact.

The adult mind should not be thought of as an empty vessel to fill. It is already filled with a great deal of previous learning. New learning will be processed against all that has occurred before.

Instructors of adults are advised to think of their roles as facilitators of adult learning and to consider teachers as motivators rather than transmitters of information. Information can be transmitted by outside assignments, electronic media, and mini-lectures. That's the easy part. The more difficult part is motivation. The cliche is correct: "You can lead a horse to water, but you can't make it drink." However, you can make it thirsty. Helping someone want to learn and providing learning resources is the heart and soul of teaching adults, rather than simply transferring information.

Principles of Andragogy

Adults Need Relevance: Instructors of adults should help learners feel a need to learn. Learners should be helped to see new possibilities and develop new aspirations. Instructors should help students diagnose the gap between aspirations and present competence. Stated differently, adult learners need to see relevance and how material is or will be useful.

Adult Environment Needs: Instructors of adults should establish a learning environment that is characterized by physical comfort, mutual trust and respect, mutual helpfulness, freedom of expression, and acceptance of differences. Much of this is done prior to class, such as arranging chairs so that learners have eye contact with each other. The first class period is especially important in establishing the emotional climate as well.

Instructor and Students as a Team: Efforts at team building are usually necessary early in the course, with the instructor being part of the team. Attitudes should develop that suggest that the instructor and the students have much to learn from each other. Cooperation and collaboration should be emphasized rather than competition.

Adults and Competition: Competition is usually viewed as a negative force from the learner's perspective. Grading systems and class activities should avoid competition. The spirit of mutual inquiry is usually viewed as positive. Competency-based grading systems are thus preferable to competition-based grading scales.

Collaboration: Collaboration brings positive emotions to the classroom, while competition brings negative emotions which tend to inhibit learning.

Additionally, students helping others will understand the material better after having explained it to another. Thus, all parties of a learning team benefit.

Adults Need Choices: Instructors of adults should involve students in planning, implementing, and evaluating the learning experience as much as possible. Class members can, for example, be given choices as to whether individual or group projects are used in class, or whether written or oral reports are used. Students can select topics of interest to them rather than have topics assigned. Students can form study groups or seek real-world examples that can be shared with the class. When adults accept a share of the responsibility for planning and operating a learning experience, they develop a commitment and a sense of ownership. Often, they learn more from an experience they have chosen or planned because of enhanced interest.

Involve Students: Learning is always enhanced when the learner is actively involved in the process. Students listening to a lecture may be thinking about a family problem, a financial problem, a work situation, etc. The human mind can think much faster than people can talk, so people who appear to be listening to a lecture can be only half-listening, with the bulk of mental energies focused on unrelated matters. Contrast such a passive learner with an active one, who in a discussion or project is thinking, talking, and doing, in addition to listening.

Helping Memory: Studies in memory retention indicate that persons retain 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say, and 90% of what they say and do. Thus, the more of the learner's senses that can be involved, the greater the amount of learning that occurs. Likewise, using visuals to illustrate a lecture increases learning. Using class projects or experiments to illustrate a concept promotes learning.

Oral Participation: Generally, the greater the degree to which the person participates orally, the greater the amount of learning. It has also been established that a learner who does not participate during the first part of a course will generally remain silent for the balance of the course. Instructional materials should include planned activities for participation of all members in the first session and should repeat such activities often throughout the course.

Instructor Stance: The teacher of adults does not assume the "dictatorial" or "superior" teacher pose. Even beginning learners can be quickly involved in discussions regarding application of knowledge.

Ask Questions: Good instructors give as much attention to formulating a series of questions to be asked as to answering questions. The Socratic method of teaching has been demonstrated to be effective, where student and

mentor engage in ongoing dialogue, in a continuous series of questions and answers.

Use Student Experiences: Instructors of adults should make use of the experiences of the learners. Because learners bring much experience to the classroom that can be exploited, they are always going to process new knowledge against old. The experience of some class members can be utilized to illustrate points made. Therefore, teachers need to ascertain specific information about students' experiences to use when providing examples to explain content. Teachers of adults quickly get the attention of students by relating to their concrete and practical concerns.

Relate New to Old: Adults generally prefer to relate new ideas to old ideas. Adult learning is a process of personal differentiation, integration, and generalization of old ideas with new ideas. Stated differently, adult learning is a problem-solving process in which learners determine how the material to be learned differs from what is known; how new material fits or can be integrated with what is known; and what can be generalized to yet other concepts or settings. Learning can thus be viewed as a problem-solving process in which a new idea comes into the perception of an adult. The adult interacts with that idea mentally, trying, or deciding not to try, to give the new idea a chance at entering the memory. Nothing new is ever learned independent of other ideas. Moreover, adults generally prefer to receive concrete knowledge first and then learn abstract concepts in support of practical, concrete ideas.

"Tell 'em What You're Gonna Tell 'em, Tell 'em, and then Tell 'em What You Told 'em": General principles of learning apply to adults as well as children. ***Repetition***, ***recency***, ***reinforcement***, and ***relevance*** are widely accepted and useful principles. Material needs to be reviewed frequently and be reinforced often. Instructors should give thought to the desired residual message; they must determine the major concept or concepts that students should retain. Whether written as goals or objectives, or simply visualized as a residual message, instructors need to emphasize such concepts in a variety of ways and at frequent intervals.

Conclusion

Adult learning is a very private matter occurring within the individual's mind. It is the individual adult who has total control over whether anything is learned. Adult learning is voluntary in all its dimensions: participation, acquisition, and outcome. Adult learning is the non-predictable response to the input of new ideas.

The key roles for adult education specialists are to facilitate learning, provide resource material, and help students process new ideas. Effective teachers create vehicles in class for each student to talk, share, and make use of knowledge in the classroom. With clarification and ways to approach an idea generated by the teacher, learners will recognize what to do with an idea. Then, suddenly, the idea belongs to them. Meaning is grasped. "Aha" is usually a nonverbal response.

The key to working with adults is to use a variety of examples, techniques, and approaches. Examples, ideas, and alternatives become part of the teacher's resources. Each teacher needs to work hard to build up and become expert at using these resources.

Good teaching is hard work. It is not a "show and tell," or a "tell and listen," process. Teaching adults is the process of facilitating an interaction for students between new content and their experience. It is the process of providing opportunity for the interaction to take place.

Adult education is a large and diverse subject. Much gratification can come to learners and educators alike. However, like so much of life, such success comes only to those who work hard at it.

May all your experiences in adult education as both facilitator and learner be good ones.

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By Donald J. Breckon

Teaching college courses in compressed formats

Teaching and learning in credit bearing, college level courses offered in compressed formats can be more effective than in traditional formats, especially when offered for non-traditional students. Data collected from hundreds of courses taught in compressed formats validate this observation.

Traditional learning formats vary from institution to institution, but most typically involve three, four or five, six or eight hours of instruction per session. Class sessions can be as short as fifty minutes or as long as three clock hours and still be considered traditional. Courses that are taught in longer class sessions, or that are taught on consecutive days so as to fit in short time frames are considered non-traditional.

A Rationale

Compressed formats facilitate scheduling for busy students and faculty. In this society, it is usually difficult to clear personal schedules around a class schedule. Students can work around fewer sessions easier than many, and as a result, miss fewer class periods. It may also be easier to recruit adjunct faculty if they don't have to schedule around as many class periods.

Compressed formats facilitate working without distractions and interruptions normally associated with work and family. It's easier to become engrossed in course work. It's easier to make transitions when units are not separated by several days filled with problems and tasks that demand focus and concentration.

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Principles and Guidelines

1. *Teaching effectively in compressed formats requires more preparation than does teaching in traditional formats.* It is easier for an instructor to be effective in short class periods than in longer class periods. It's easier to mentally organize and illustrate a short lesson than a long one. To be effective in compressed formats, written plans need to be developed for each hour of instruction.

2. *Teaching effectively in compressed formats is enhanced by pre-course assignments.* Registration and textbook sales can be completed thirty days before the course begins. As always, assignments should be carefully planned, and articulated with more books or journal articles. Pre-course assignments can include conducting interviews or gathering materials that will be used in class sessions. Students can gather personnel policies used by their employers, auditors' reports, fringe benefit package policies, or other items germane to the class.

3. *Teaching effectively in compressed formats is enhanced by emphasizing variety.* It goes without saying that neither faculty nor students want six or eight hours of lecture. Lecture is not the most effective method of teaching for all course objectives anyway. Compressed formats usually require faculty to seek alternatives to lecture.

Pre-course reading assignments should cover material that would usually be presented in lectures. Appropriate chapters, articles, or lecture notes can be selected. Handouts can be prepared that list highlights of readings, or major points to be remembered. Class time then can be used to discuss, emphasize, highlight, etc. Students can meet in small groups to pose questions about readings, or to discuss questions about the readings by the instructor. The class can be asked to illustrate points made by the authors from their experiences, or asked to agree or disagree with the major points. Inasmuch as students have already read the material, time that would otherwise be spent on lecture can now be spent on discussion that focuses on synthesis and/or application.

Lessons can be planned so that short lectures, large group work, small group assignments, use of media, etc. can be planned to change the pace, and the senses which have the greatest demand can be rested. Major points can be reinforced using different methods.

4. *Teaching effectively in compressed formats requires comfortable classroom furniture, periodic large muscle movement, and frequent breaks.* It is a given that adult students need adult sized furniture, and that need is exacerbated by longer sessions. However, regardless of the furniture, students can and should be allowed to get out of it and move around frequently. Students will need frequent breaks for bathroom use and smoking. Short breaks should be planned at least hourly, with intermittent larger ones. Simple stand up and stretch breaks are useful to increase circulation and ease stiff joints. Doing small group work in adjacent rooms allows movement needed to eliminate the distraction of bodily discomfort.

5. *Teaching effectively in compressed formats is enhanced by extensive use of prepared visuals.* Visuals prepared prior to use are usually easier to read and are

Lifelong learning: An omnibus of practice and research, Vol. 12, No. 4, 1989.

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more comprehensive than notes on the chalkboard. Research indicates that much more is learned when both ears and eyes are used, when students can both hear and see material, than when they simply listen. Visuals also help to focus attention, and keep the mind from wandering.

6. *Teaching effectively in compressed formats is enhanced by extensive use of active student involvement.* Care should be given that most students are actively involved. There is usually a tendency for a few students to answer questions posed to the class as a whole. Activities assigned to groups of three to five students maximize active involvement. Prolonged active learning can be tiring, but frequent activities that maximize participation can be renewing and refreshing.

7. *Teaching effectively in compressed formats is often enhanced by use of in-class written assignments, if the clock hours have been extended for the course, and/or post-course papers or projects.* The timing of such projects will vary from class to class. Quantitative courses may require frequent problem solving sessions. Computer courses may require "hands on" sessions. Several in-class, focused written assignments can substitute for a longer term paper, or the term paper can be assigned so as to be due two to four weeks after the class ends.

8. *Teaching effectively in compressed formats usually requires emphasis on essay exams rather than objective exams.* Questions that focus on analysis, synthesis, and application are especially appropriate. Objective style quizzes can be used effectively as a check on whether reading assignments are being completed. However, students may not have time to forget, and testing for detail may not discriminate between students sufficiently for grading purposes.

Conclusion

Teaching in compressed formats can be more effective than traditional formats, if a few principles are followed. More material can be covered because the instructor must be better organized. More material can be retained because instructors use more handouts and prepared visuals, and because major points are emphasized by more than one teaching method. Learning occurs at a higher level, because class time can be used for analysis, synthesis, and application of material, rather than transmission of information. More material can be covered because methods more efficient than lecturing are used to transmit knowledge. Students enjoy such learning more because they are actively involved more of the time, and they are able to become engrossed with the subject matter.

While compressed formats are still considered nontraditional, it is this author's hope that they will become more commonplace because learning is enhanced rather than compromised, if taught well. If more instructors used more of the methods described in this article more of the time, both teaching and learning would be more effective, and more pleasant. **AAACE**

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